

**CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)
SENIOR LEADER PROFESSION AND ETHIC EDUCATION COURSE**

**Module Plan for
“HONORING THE PUBLIC TRUST”
CGSL-EE –ET10**

Module Author: Center for the Army Profession and Ethic (CAPE)

Date prepared:

1. SCOPE:

This module supports the block of instruction described on the Block Advance Sheet for “Commander’s Guidance for Senior Leader Ethics Education,” CGSL-EE-AS02.

2. LEARNING OBJECTIVES:

TERMINAL LEARNING OBJECTIVE:

SLET-TLO-10:

Action: Evaluate the Army Profession and the Army Ethic as the basis for internal and external trust relationships.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The evaluation of the Army Profession doctrine and Army Ethic as the basis for internal and external trust relationships will include:

- Examination and analysis of the module topics including the use of a journal to document information and capture personal reflections
- Participation in professional discussion, reflection and development exercises as designated by the instructor.

ENABLING LEARNING OBJECTIVES:

SLET-ELO-10.1:

Action: Investigate the Army Profession’s constitutional subordination to the government.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The investigation of the Army Profession’s constitutional subordination to the government will include:

- Analysis of the Constitutional role of the US Army Profession
- Analysis of the obligations, under our oath, of Army professionals
- Analysis of the roles of the Army, elected officials and the American public in Civil-Military relations

SLET-ELO-10.2:

Action: Examine the natural tension between the necessary subordination to political entities and the Army Professions’ expertise.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable,

principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The examination of the natural tension between that necessary subordination and the Army Professions' expertise will include:

- Analysis of the Civil-Military bargain
- Analysis of the Realms of expertise
- Analysis of the necessity of the Army Ethic

SLET-ELO-10.3:

Action: Evaluate methods to reconcile the natural tension between the necessary subordination to political entities and the Army Professions' expertise through candor and respect within a professional relationship.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The evaluation of the methods to reconcile that tension is through candor and respect within a professional relationship will include:

- Analysis of Courage and Candor
- Analysis of examples to emulate
- Analysis of Mutual respect
- Analysis of Integrity

SLET-ELO-10.4:

Action: Analyze the importance of Trust in relationships that exist between the Army and the American people and in all Civil-Military relations.

Condition: Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

Standard: The analysis of the importance of Trust in relationships that exist between the Army and the American people and in all Civil-Military relations will include:

- Investigation of methods to develop and maintain the Public Trust
- Identification of the role of Senior Army Leaders in the relationships that exist between the Army and the American people and the Army and public officials
- Examination of the Army Ethic as a "Trust Producing" medium

3. SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:

See 'Honoring the Public Trust Instruction Intent' document.

See 'Honoring the Public Trust Module Learning Objectives' above.

4. SUGGESTED STUDENT READINGS / VIEWINGS:

a) Army Profession Doctrine

Army Doctrine Publication (ADP) 1, *The Army*, Chapter 2.

Army Doctrine Reference Publication (ADRP) 1, *The Army Profession*.

b) Reading / viewing list:

As designated by instructor. See resources in 'Honoring the Public Trust Reading / Viewing list'

4. CONDUCT OF MODULE

a. Example Module Timeline:

Min	Activity
05	Concrete Experience:
05	Publish and Process:
20	Generalize New Information:
10	Develop:
10	Apply:
50	Total Minutes

b. Concrete Experience:

Instructor Note: Present a “Concrete Experience.” Choose a relevant video, reading or other material that can lead to a facilitated discussion on the topic. See ‘Honoring the Public Trust Reading / Viewing list’ for suggested videos, readings, etc. or choose a “Concrete Experience” of your own.

c. Publish and Process:

Instructor Note: Provide students time to react to the “Concrete Experience.” Provide appropriate questions to guide the discussion to meet the objective of the “Concrete Experience.”

d. Generate New Information:

Instructor Note: Provide new information to the students for consideration. Facilitate a discussion of the material to improve depth and retention.

e. Develop:

Instructor Note: The facilitator provides and explores the new information combined with supplemental questions and reflective practice that guides the group through a rich discussion on how the “New Information” relates to Professions and how it shapes a professional’s behavior

f. Apply:

Instructor Note: Choose an appropriate introductory question, story, video, written vignette, exercise, picture/poster, etc. that will allow the students to apply their new knowledge the experience and will generate discussion within small/large group setting.

- i. Apply student ideas to the Army Profession in the next module.

Facilitator Action: Check on Learning and Promote Reflective Practice	
Determine if group members have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.	
<u>Learning</u> Q – What do you think about what you learned? Q – How do you feel about what you learned? Q – What did you learn from listening to the reactions and reflections of other Army Professionals?	<u>Reflection</u> Q – What will you do with your new information? Q – What are the future implications of this decision, or of this experience?

	Q – How can you integrate what you have learned into your own organization?
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5. SUGGESTED ASSESSMENT / EVALUATION

As noted above in the Learning Objectives the minimum standard for this module is:

- a. Examination and analysis of the module topics including the use of a journal to document information and capture personal reflections
- b. Participation in professional discussion, reflection and development exercises as designated by the instructor.

Additionally, instructor may want to assess the students to a deeper level of understanding than is demonstrated during discussion and journaling. In those cases the following is one method of many that can be used for Assessment / Evaluation of the Learning Objectives:

- a. Preparation of a project for presentation/delivery to a small group and / or instructor for facilitated discussion on the applicable topic
- b. The project is proposed by the student or assigned by the instructor. Examples are:
 - i. Design a case study supported by applicable video or written vignettes
 - ii. Write a research paper
 - iii. Create a video presentation
 - iv. Develop a debate, point/counter point, or simulated court session
 - v. Identification of opportunities to integrate Army Profession doctrine and the Army Ethic learning concepts into Command programs, processes, and climate